

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 TEACHING LISTENING SKILL**

Brown (2007) offers a simplified list of micro-skills and macro-skills.

The macro-skills isolate those skills that relate to the discourse level of organization, while those that remain at sentence level continue to be called micro-skills.

a. Macro-skill teaching listening

- Recognize cohesive devices in spoken discourse.
- Recognize the communicative functions of utterances, based on situations, participants, and goals.
- Infer situations, participants, goals using real-world knowledge.
- Predict outcomes, infer links and connections between events, deduce causes and effects, and detect the relations such as main idea, supporting idea, new information, given information, generalization, and exemplification.
- Distinguish between literal and implied meanings.
- Use facial, body language, and other nonverbal clues to decipher meanings.
- Develop and use listening strategies, such as detecting keywords, guessing the meaning of words from context, appealing for help, and signaling comprehension.

b. Micro-skill teaching listening

- Retain language of different lengths in short-term memory.
- Discriminate the distinctive sounds of English
- Recognize stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information.
- Recognize reduced forms of words.
- Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
- Process speech at different rates of delivery.
- Process speech containing pauses, errors, corrections, and other performance variables.
- Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- Detect sentence constituents and distinguish between major and minor constituents.
- Recognize a particular meaning may be expressed in different grammatical forms.

## 2.2 KINDS OF METHODS IN TEACHING LISTENING

The teaching method can be used by the lecturer in teaching learning process. Then, there are several methods of teaching English used by the lecturer in teaching listening.

### **2.2.1 DIRECT METHOD**

According to Richards and Rodgers (2001), Direct Method is a method of teaching to be conveyed directly in the target language through the use of demonstration and action. Richard and Rodger also explain the principles and procedures of Direct Method as follows:

- 1) Classroom instruction was conducted exclusively in the target language.
- 2) Only everyday vocabulary and sentences were taught.
- 3) Grammar was taught inductively.
- 4) Oral communication skills were built up in a carefully graded progression organized around questions and answer exchange between teacher and students.
- 5) Both speech and listening comprehension were taught.
- 6) Correct pronunciation and grammar were emphasized.

The goal of Direct Method is students learn how to communicate in the target language. Meanwhile, the roles of teacher and students are more like partners in teaching and learning process. Furthermore, the students should be active and creative to think in the target language.

#### **Techniques of Direct Method:**

According to Larsen-Freeman (2000), in Direct Method there are some techniques usually used by teachers, such as:

- a. Reading aloud

Students take turns reading sections of a passage, play, or dialog aloud. Then, the teacher uses gestures, pictures, realia, examples, or others at the end of each student's turn to make the meaning clearer.

b. Conversation practice

The teacher asks students some questions in the target language, which the students have to understand and be able to answer correctly. In the class observed, the teacher asked students a question individually contains a particular grammar structure. Then, the students were able to ask each other based on their own questions.

c. Getting students to self-correct

The teacher has the students self-correct by asking them to make a choice between what they said and an alternative answer they supplied. It makes the student knows the wrong answer.

**Advantages of Direct Method:**

There are some advantages of the Direct Method:

- a. It makes the learning of English interesting and exciting by establishing a direct connection between the word and meaning.
- b. Students are able to understand what they learn, think, and express their own ideas about what they have read and learnt.
- c. Can be useful for the lowest to the highest class.
- d. This method is properly developed the fluency of speech, good pronunciation and power of expression.

### **Disadvantages of Direct Method:**

There are some disadvantages of the Direct Method:

- a. Many abstract words which cannot be interpreted directly in English and much time and energy are wasted in making attempts for the purpose.
- b. This method is based on the principles that auditory appeal is stronger than visual, but there are children who learn with visual than with oral- aural sense like ears and tongue.
- c. In larger classes, this method is not properly applied and does not suit or satisfy the needs of individual students.

### **2.2.2 AUDIO LINGUAL METHOD**

Audio Lingual Method is a style to teach using the behaviorist story which professes contains certain characteristics of living things, and human could be trained use of the characteristics would receive positive feedback (Larsen-Freeman, 2000). According to Brown (2007), there are some characteristics of the Audio Lingual Method:

- 1) Dialogues are learned through imitation and repetition.
- 2) Students' successful are responses positively reinforced.
- 3) New vocabulary and structural patterns are presented through dialogues.
- 4) There is much use of tapes, language labs, and visual aids.
- 5) Great importance is attached to pronunciation.

Moreover, Richard and Rodger (2001) explain the procedures of Audio Lingual Method as follows:

- 1) Students first hear a model dialogue (either read by the teacher or on tape).
- 2) The students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialogue may be introduced.
- 3) Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out.

According to Richards and Rodgers (2001) the role of the teacher is like an orchestra leader who is directing and controlling the language behavior of the students. The teacher is also responsible for providing the students with a good model for imitation. Moreover, the roles of the students are they as imitators of the teacher's model. Then, they follow the teacher's directions and respond accurately.

#### **Techniques of Audio Lingual Method:**

According to Larsen-Freeman (2000), in Audio Lingual Method there are some techniques usually used by teachers, such as:

##### **a. Repetition drill**

Students are asked to repeat the teacher's model accurately as possible.

The drill is often used to teach the lines of dialog.

##### **b. Chain drill**

The name of chain drill gets from the chain of conversation that forms around the room as students, one-by-one, ask and answer questions of each other. Furthermore, the teacher begins the chain by greeting a particular student or asking them a question. Then, student response and

turn to their sitting next student. The first student greets or asks a question of the second student and the chain continues. A chain drill also gives the teacher an opportunity to check each student's speech.

#### **Advantages of Audio Lingual Method:**

There are some advantages of the Audio Lingual Method:

- a. Students are able to speak the target language communicatively.
- b. Students are able to give the correct response directly.

#### **Disadvantages of Audio Lingual Method:**

There are some disadvantages of Audio Lingual Method:

- a. Students speak about spontaneous creative output.
- b. Students are less active in the classroom.
- c. Students are less attention to the content.

### **2.2.3 GRAMMAR TRANSLATION METHOD**

Grammar Translation Method is a method of teaching a foreign language which is grammar as the rule. According to Brown (2007), Grammar Translation Method is a way of studying a language that approaches the language first through detail analysis of the grammar rules, followed by an application of the knowledge to the task of translating sentences and text into and out of the target language. Brown also explains some characteristics of the Grammar Translation Method:

- 1) The major focus in practice is reading and writing; little or no systematic attention is paid for speaking or listening.

- 2) Little attention is paid to the content of the text, which is treated as an exercise in grammatical analysis.
- 3) Little or no attention is given to pronunciation.
- 4) Focus on accuracy language, not the fluency.
- 5) Grammar provides the rules for putting words together and instruction.

Moreover, Larsen-Freeman (2000) explains the procedures of Grammar Translation Method as follows:

- 1) The class reads a text written in the target language.
- 2) The teacher asks students in their native language if they have any questions, student ask questions and the teacher answer the questions in their native language.
- 3) Student writes out the answers to reading comprehension questions.
- 4) Student translates new words from the target language to their mother tongue.
- 5) Student are given a grammar rule and based on the example they apply the rule by using the new words.
- 6) Student memorizes vocabulary.

Then, the roles of the teacher are having the authority in the classroom and providing the material that will be taught to the students. Moreover, the roles of students are doing what the teacher says and asking to memorize words and the grammatical rules given by the teacher.



### **Techniques of Grammar Translation Method:**

According to Larsen-Freeman (2000), in Grammar Translation Method there are some techniques usually used by teachers, such as:

a. Fill-in-the-blanks

Students are given a series of sentence with missing words. Then, they fill the blanks with a new vocabulary or a particular grammar type, such as prepositions or verbs with different tenses.

b. Memorization

Students are given lists of target language vocabulary words and their native language equivalents and asked to memorize them. Also, students were required to memorize grammatical rules and grammatical paradigms such as verb conjugations.

c. Use words in sentences

Students make up sentences which they use the new words in order to show they understand the meaning and use a new vocabulary item.

### **Advantages of Grammar Translation Method:**

There are some advantages of the Grammar Translation Method:

a. An effective way for application of grammar and sentence structure.

b. Less stressful for students.

### **Disadvantages of Grammar Translation Method:**

There are some disadvantages of the Grammar Translation Method:

a. Grammar Translation Method can make the language learning experience uninspiring and boring.

- b. Learn language in conscious memorization of grammar rules and vocabulary.

#### **2.2.4 TASK-BASED LEARNING LANGUAGE**

The Task-Based Learning Language is (TBLL), also known as task-based language teaching (TBLT) or task-based instruction (TBI). It focuses on using authentic language and asking students to do meaningful tasks using the target language.

According to Nunan (2004), there are two types of tasks:

- 1) Real world tasks: students practice or rehearse those tasks to be important and useful in the real world (example: role plays which students practice a job interview).
- 2) Pedagogical tasks: a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language (example: finding the differences between similar pictures).

Willis (1996) suggests six task types. She labels her task examples as follows:

- 1) Listing  
Students can list people, places, things, actions, reasons, and problems.
- 2) Ordering and sorting  
Students can sequence, ranking, or classifying about people, places, things, actions, reasons, and problems.
- 3) Comparing

Comparing tasks can be done based on two quite similar texts or pictures.

Students can also compare their own work with the other student or another pair or group.

4) Problem solving

Textbooks often contain activities based on common problems, relationships, and so on.

5) Sharing personal experiences

Students are asked to recount their personal experiences and tell stories are valuable because they are given a chance by the teacher to speak for longer and in a more sustained way.

6) Creative tasks

Students prepare a plan about what they should do in the next activities based on their creativity.

Moreover, Richard and Rodger (2001) explain the procedures of Task-Based Learning as follows:

- 1) The students first take part in a preliminary activity that introduces the topic and situation that will subsequently appear in the task.
- 2) The students perform a role play. Students work in pairs with a task and cues needed to negotiate the task.
- 3) The students listen to recordings of native speakers performing the same role play task and compare the differences between the way the students' perform and the way the teacher's perform.

According to Richards and Rodgers (2001) the roles of the teacher are:

- 1) Selector and sequencer of tasks: a role of the teacher in selecting, adapting and/or creating the tasks themselves and forming these into an instructional sequence in keeping with students' needs interest and language skill level.
- 2) Preparing learners for tasks: activities might include topic introduction, clarifying task instructions, helping students' learn or recalling useful words and phrases to facilitate task accomplishment and providing some demonstration of task procedures.

Moreover the roles of the students are:

- 1) Group participant: many tasks will be done in pairs or small groups.
- 2) Risk-taker and innovator: many tasks will require students to create and interpret messages for them who lack full linguistic resources and prior experience. Moreover, the students need to develop guessing skills from linguistic and contextual clues, asking for clarification and consulting with other learners.

### **Advantages of Task Based Learning:**

There are some advantages of Task Based Learning:

- a. Task Based Learning helps students to interact spontaneously. They also free to use whatever vocabulary and grammar that they know.
- b. Task Based Learning gives language students' opportunity to learn vocabulary.

### **Disadvantages of Task Based Learning:**

There are some disadvantages of Task Based Learning:

- a. Task difficulty.
- b. Mismatch between the students' and teacher's perception.
- c. Learners who are beginners with no linguistic resources very difficult to take a part in the task.
- d. The task may be relevant for a few students, may be too difficult for others and may be too easy for some others.

### **2.3 TEACHING METHODS IN TEACHING LISTENING**

Teaching listening is an important role because it helps students to know the information through the listening process. Based on Linse (2005) in Sevik (2012), teaching listening skills is the foundation to develop the other language skills.

Furthermore, the lecturers can choose one of the methods depends on the class' situation because there are some appropriate techniques for teaching listening in those methods. A lot of techniques, methods, and approaches have been popular in the second language teaching, but every method and approach has the own advantages and disadvantages (Ganta, 2015). Also, the lecturers can decide the appropriate methods to teach their students because it is an important aspect of listening. In order to develop listening skill, effective material used in English as a Foreign Language (EFL) classes is an important aspect of the teaching method (Woottipong, 2014). Moreover, the purpose of teaching method is implementing a set of principles, procedures or strategies by the lecturers to achieve desired learning in students.